

COWPENS MIDDLE

150 Foster Street
Cowpens, SC 29330

GRADES 6-8 Middle School

ENROLLMENT 502 Students

PRINCIPAL Dr. Vernon L. Prosser 864-463-3310

SUPERINTENDENT Dr. Jim Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	23	7	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Average	No

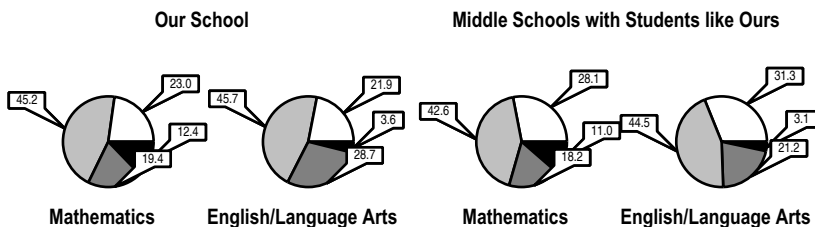
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	498	99.8	21.4	46.4	28.6	3.6	43.4	Yes	Yes
Gender									
Male	243	99.6	26.0	49.8	22.9	1.3	33.0		
Female	255	100.0	17.1	43.3	33.9	5.7	53.1		
Racial/Ethnic Group									
White	385	99.7	15.9	47.1	32.6	4.4	48.8	Yes	Yes
African-American	96	100.0	40.2	42.4	16.3	1.1	25.0	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	50.0	41.7	8.3	0.0	16.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	427	100.0	15.7	47.7	32.4	4.2	49.1		
Disabled	71	98.6	56.9	38.5	4.6	0.0	7.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	498	99.8	21.4	46.4	28.6	3.6	43.4		
English Proficiency									
Limited English Proficient	26	100.0	30.4	43.5	21.7	4.3	39.1	I/S	I/S
Non-Limited English Proficient	472	99.8	20.9	46.5	29.0	3.6	43.7		
Socio-Economic Status									
Subsidized meals	268	99.6	31.3	49.0	18.5	1.2	32.1	Yes	Yes
Full-pay meals	229	100.0	10.3	43.5	39.9	6.3	56.1		

Mathematics - State Performance Objective = 15.5%									
All Students	498	99.8	22.9	45.6	19.3	12.3	44.3	Yes	Yes
Gender									
Male	243	99.6	27.8	42.3	18.9	11.0	41.0		
Female	255	100.0	18.4	48.6	19.6	13.5	47.3		
Racial/Ethnic Group									
White	385	99.7	19.5	43.3	23.0	14.2	51.0	Yes	Yes
African American	96	100.0	34.8	53.3	5.4	6.5	21.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	41.7	41.7	16.7	0.0	16.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	427	100.0	15.7	48.4	21.9	14.0	50.4		
Disabled	71	98.6	67.7	27.7	3.1	1.5	6.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	498	99.8	22.9	45.6	19.3	12.3	44.3		
English Proficiency									
Limited English Proficient	26	100.0	21.7	47.8	17.4	13.0	47.8	I/S	I/S
Non-Limited English Proficient	472	99.8	22.9	45.4	19.4	12.2	44.1		
Socio-Economic Status									
Subsidized meals	268	99.6	29.7	50.2	14.5	5.6	32.5	Yes	Yes
Full-pay meals	229	100.0	15.2	40.4	24.7	19.7	57.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	188	99.5	23.7	42.2	32.4	1.7	34.1
	Grade 7	182	100.0	33.3	46.4	19.6	0.6	20.2
	Grade 8	161	99.4	28.2	44.2	26.9	0.6	27.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	100.0	27.9	40.9	27.9	3.2	31.2
	Grade 7	174	99.4	19.7	45.1	31.8	3.5	35.3
	Grade 8	168	100.0	18.8	52.7	24.8	3.6	28.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	188	100.0	18.4	39.7	24.7	17.2	42.0
	Grade 7	182	100.0	33.3	33.9	22.0	10.7	32.7
	Grade 8	161	100.0	26.3	44.2	20.5	9.0	29.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	100.0	24.7	40.9	23.4	11.0	34.4
	Grade 7	174	99.4	22.0	46.2	16.8	15.0	31.8
	Grade 8	168	100.0	23.0	51.5	16.4	9.1	25.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 502)				
Students enrolled in high school credit courses (grades 7 & 8)	12.2%	Up from 11.3%	13.1%	14.6%
Retention rate	2.0%	Up from 1.1%	3.1%	3.0%
Attendance rate	96.0%	Down from 96.4%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%		6.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%		5.7%	5.3%
Eligible for gifted and talented	17.5%	Down from 18.6%	16.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.6%	Down from 15.2%	14.5%	13.9%
Older than usual for grade	1.6%	Up from 1.3%	3.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	55.9%	Up from 42.5%	44.8%	48.7%
Continuing contract teachers	94.1%	Up from 82.5%	85.5%	81.7%
Highly qualified teachers**	83.9%	N/A	91.5%	90.4%
Teachers with emergency or provisional certificates	0.0%		6.0%	5.3%
Teachers returning from previous year	88.7%	Up from 86.9%	85.5%	85.1%
Teacher attendance rate	96.3%	Down from 96.7%	95.2%	94.8%
Average teacher salary	\$41,934	Up 3.4%	\$39,775	\$40,566
Prof. development days/teacher	13.0 days	Up from 11.5 days	10.8 days	11.0 days

School				
Principal's years at school	1.0	Down from 3.0	3.0	3.3
Student-teacher ratio in core subjects	19.8 to 1	Down from 21.5 to 1	20.8 to 1	21.3 to 1
Prime instructional time	91.5%	Down from 92.2%	89.3%	89.3%
Dollars spent per pupil*	\$6,839	Down 2.6%	\$5,721	\$5,821
Percent of expenditures for teacher salaries*	56.1%	Up from 55.0%	60.8%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 97.8%	94.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cowpens Middle School experienced another extraordinary year of success. Academic excellence remained the primary focus. The use of technology and the analysis of student achievement data for making instructional decisions were two key focal points for staff development. Project-based lessons provided students with hands-on experiences within the classroom, enabling them to explore and discover new knowledge. Five literacy goals were fully implemented.

Cowpens Middle School was selected to continue working with the Southern Regional Education Board in the new Making Middle Grades Work initiative. This year academic rigor was increased by emphasizing literacy. This was evident by the growth experienced in two of the three areas tested by SREB. CMS also worked with the Blue Ribbon Schools of Excellence program to enhance academic achievement.

The use of technology for the delivery of instruction continues to be an emphasis at CMS. The addition of web-based software like Test U and Compass Learning Odyssey extends our classroom walls into the student's home. Technology is used to deliver instruction through use of LCD projectors, digital cameras, and web-based research.

Students distinguished themselves throughout the year. Thirty-eight seventh graders were eligible to participate in the Duke Talent Identification Program. One seventh grader was recognized at the state level for her performance on the SAT. Five eighth graders and one seventh grader were named Junior Scholars for excellent performance on the PSAT assessments. An eighth grade student was awarded the Governor's Citizenship Award. The 8th grade chorus participated in the state choral solo and ensemble and received an excellent-plus rating.

Proper health and fitness was a goal for CMS students. CMS was selected to participate in the new ZEST QUEST program. This program encourages students to make healthy choices such as eating properly, getting the right amount of rest, and exercising. The program is sponsored by a local hospital system and provides free services for students who may be at risk for high blood pressure or diabetes.

CMS encourages students to make service to others a priority. This year students participated in raising money for Relay for Life and the Spartanburg School District 3 Children's Assistance Fund.

The emphasis on student excellence and achievement continues to be given top priority. Through improved science instruction, the integration of reading and writing in all subject areas, and a detailed analysis of student achievement, we will continue to ensure that all students are successful.

Dr. Vernon Prosser, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	144	39
Percent satisfied with learning environment	94.4%	64.3%	82.1%
Percent satisfied with social and physical environment	100.0%	75.4%	71.8%
Percent satisfied with home-school relations	77.1%	80.4%	61.5%

*Only students at the highest middle school grade level at this school and their parents were included.